

Kentucky World Language Learning Scenario

It's McLicious! (C'est McLicieux! ¡Es McLicioso! Es ist McLecker!)

Intended Level: Middle School, Developing (Can be adapted to High School.)

Guiding Question: How do cultural differences affect the marketing of products?

Activity Summary: McDonald's Restaurants can be found in countries around the world, but we are often surprised at the differences we find there. Students will compare/contrast McDonald's in their regions to at least one in the target culture and explore the effects of culture and resources on business practices and products.

Task: Individually or in pairs, students will prepare an advertisement **in the target language** in the medium of their choice for the opening of a new McDonald's or other fast food restaurant in their target country/culture.

Kentucky World Language Content:

WL-PM-1.3.D4 Interpret and present information from authentic material to audience

WL-PM-2.2.D2 Identify economic and social impact of products on world markets.

WL-PM-4.2.XX Analyze the differences between target culture(s) and students' own cultures.

Kentucky Core Content for Assessment:

SS-M-3.4.1 *Basic economic issues addressed by producers are production, distribution, and consumption of goods and services.*

SS-M-3.4.2 *Productivity can be improved by specialization, new knowledge, and technology/tools.*

SS-M-3.4.3 Personal, national, and international activities are interdependent.

PL-M-3.1.4 There are positive and negative aspects of advertising strategies (e.g., providing accurate or misleading information, gimmicks).

PL-M-1.4.2 Using dietary guidelines, food guide pyramid, and other nutritional resources (e.g., food tables) helps make daily food choices.

Steps for Planning and Implementing: TAUGHT IN THE TARGET LANGUAGE

1. Teacher uses TPR, visuals, manipulatives, and other communicative approaches to present food vocabulary and appropriate grammatical structures (e.g., imperatives, courtesies).
2. Teacher highlights cultural considerations as they relate to food in the target culture(s) (e.g., dietary staples, food guide pyramid).
3. Students use websites to investigate McDonald's restaurants in target language culture(s) by:
 - preparing and sharing Venn diagrams that compare/contrast local and target-culture McDonald's menus;
 - completing a list of common phrases or expressions found throughout the websites;
 - preparing and sharing charts that examine marketing techniques (e.g., use of technology, toys, slogans, other icons).
4. Students role play ordering at a McDonald's counter in the target culture(s).
5. [Performance Task] **Individually or in pairs, students prepare an advertisement in the medium of their choice for the opening of a new McDonald's or other fast food restaurant in their target country/culture.**

(Resource URLs: <http://www.nal.usda.gov:8001/py/pmap.htm>; <http://www.mcdonalds.com>; <http://www.mcdonalds.fr>; <http://www.mcdonalds.es>; <http://www.mcdonalds.de>; <http://monarch.gsu.edu/nutrition/Spanish2.htm>; http://www.diffu-sciences.com/pages/info_1.htm; <http://www.aid.de/aid.htm?ernaehrung/ernaehrungsforum/ernaehrungsforum.html~Hauptframe>)

[May be easily modified to address High School Practical Living Core Content PL-H-3.1.4 Methods and techniques of advertising exert an influence on consumer choices for products and services.]

World Language Performance Task

Title: It's McLicious! (C'est McLicieux! ¡Es McLicioso! Es ist McLecker!)

Intended Level: Middle School Developing

Guiding Question: How do cultural differences affect the marketing of products?

Task: Individually or in pairs, students will prepare an advertisement in the medium of their choice for the opening of a new McDonald's or other fast food restaurant in their target country/culture.

Kentucky World Language Content:

WL-PM-1.3.D4 Interpret and present information from authentic material to audience

WL-PM-4.2.XX Analyze the differences between target culture(s) and students' own cultures.

Kentucky Core Content for Assessment:

SS-M-3.4.3 Personal, national, and international activities are interdependent.

PL-M-3.1.4 There are positive and negative aspects of advertising strategies (e.g., providing accurate or misleading information, gimmicks).

Rubric:

	WL-PM-1.3.D4	WL-PM-3.1. (SS-M-3.4.3)
Exceeds Expectations	Student uses detailed examples of country specific vocabulary (foods, slogan that is particular to chosen country, etc.) in creating his/her own new restaurant. If read, the speaker's voice reflects the correct emotion or conveys the excitement necessary to attract the customer. Advertisement must be grammatically accurate and rich in detail.	Student presents detailed aspects of the chosen country such as national colors, famous landmarks, and examples of staple diet. Student creates a unique meal particular to that country's cuisine. If read, the student utilizes culturally authentic music as background for advertisement. Student demonstrates knowledge of monetary value.
Meets Expectations	Student uses detailed examples of country specific vocabulary (foods, slogan that is particular to chosen country). If read, the speaker's voice reflects the correct emotion or conveys the excitement necessary to attract the customer. Advertisement must be grammatically accurate and sufficient in detail.	Student presents detailed aspects of the chosen country such as national colors, famous landmarks, and examples of staple diet. If read, the student utilizes culturally authentic music as background for advertisement. Student demonstrates knowledge of monetary value.
Approaches Expectations	Student uses some examples of country specific vocabulary (foods, slogan that is particular to chosen country, etc). If read, the speaker attempts to use emotion to attract the customer. Advertisement is somewhat grammatically accurate with some detail.	Student shows some aspects of the chosen country such as national colors, famous landmarks, and examples of staple diet. If read, the student attempts to use some culturally authentic realia as background for advertisement.
Struggles to Meet Expectations	Student uses little or no accurate language with little or no detail.	Student makes little or no attempt to portray target culture.